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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **Morning Meeting**  **(8:30 – 8:50)** | **Greeting**- Students will make groups depending on their favorite season. Once in their groups, they will greet one another.  **Sharing**- What is one positive thing you wish people knew about your personality?  **Group Activity**—Students will make an acrostic poem using one of their names and adjectives they feel describe themselves as a warm-up for the discussion of character traits during reading.  **Announcements** | **Greeting**- Students will greet each other using the Snowball greeting: Writing their name on a piece of paper and crumpling it. All crumpled papers ("snowballs") will be placed in a bag. Students will then pick a "snowball" from the bag. The name on the "snowball" is who they will greet.  **Sharing**- What are some obstacles you have overcome in your personal life and how did you overcome them?  **Group Activity**— Students will write 2 comparative statements from graphs on board.  **Announcements** | **Greeting**- Students will greet each other using the nickname/mascot of their favorite college team.  **Sharing**- What can you do to be prepared for the MEAP test?  **Group Activity**—  Teacher will introduce appropriate relaxation techniques from <http://www.buzzle.com/articles/top-ten-relaxation-techniques-for-children.html>. Students will assist in determining which are appropriate to do during testing.  **Announcements** | **No School**  **Professional Development** | **No School**  **Professional Development** |
| **Character Education**  **(25 minutes)**  **(9:00-9:25)** | Library for Mrs. Anthony-Jones | Library for Mrs. Essix | Self-discipline Class discussion on how to demonstrate hard work.  Students watch a video on self-discipline at <http://www.evtv1.com/player.aspx?itemnum=12310> | **No School**  **Professional Development** | **No School**  **Professional Development** |
| **Reading/ELA**  **(90 minutes)**  **(9:30-11:00)**  **Due to scantron testing on last week, some assignments will be the same.**  Word study, comprehension, metacognition  Writing  Speaking/listening/viewing integration  Technology integration—  **Students will place all reading assignment and writing assignments in their SID Notebooks.** | **R.NT.05.03 (Character)**  ***Reading***—Students will complete pg. 84-87 in groups of four.  Groups will work together and compete with the other groups. Teacher will keep track of points from correct answers. The winning team wins a treat.  **W.PR.05.01, 02, 03, 04, 05 (Writing process--Editing)**  ***Writing—*** Students will complete pg. 176—179 (Checklist for revision).  This will help students organize their writing and make certain that they have all the required components to score successfully.  Checklist for revision is also located online at <http://www.michigan.gov/mde/0,4615,7-140-22709_31168-233760--,00.html> | **R.NT.05.03, 04 (Plot & Literary Devices)**  ***Reading***—Students will complete pg. 88-91 & 92-95  ***Reading***—Teacher will turn the document/ worksheet into a jeopardy game. Students will be able to collaborate, learn, and enjoy themselves at the same time.  [www.superteachertools.com/jeopardy](http://www.superteachertools.com/jeopardy)  Students receive immediate feedback on the correct and incorrect answers.  Teacher divides students into teams. Each team will have one worksheet with the story.  *Vocabulary: plot, exposition, climax, resolution*  **W.GN.05.02**  ***Writing—***Students will complete pg. 192-195 On writing poetry. Teacher defines what alliterate and onomatopoeia.  Students give examples of each term.  Teacher discusses why examples of these terms are effective in writing.  Teacher show students a list of examples on below website:  <http://www.examples-of-onomatopoeia.com/examples/onomatopoeia.php?a=1> | **R.CM.05.01, 02, 03** **Reading)---**  **-**Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.  -Students retell through concise summarization grade-level narrative and informational text.  Students will complete pg. 51 – 55 in the Jumpstart book.  Teacher will work with groups of four based on scantron scores while other students are working on the packet.  Together, we will discuss the correct answers and explain why the answer is correct as well as discuss the wrong answers and explain why they are wrong.  **W.PR.05.01, W.GR.0501 W.GN.05.01**  Students will set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.  ***Writing—***Students will write a narrative story on the theme: Achieving a Goal pg. 57 in Jumpstart book. | **No School**  **Professional Development** | **No School**  **Professional Development** |
| Homework/Reading  (Mon and Wed) | Scantron Reading on students’ level--Nonfiction |  | Scantron Reading on students’ level--Nonfiction |  |  |
| Homework/Writing  (Tues and Thurs) |  | Students will complete Paired Selections writing pg. 24 (Focus Book). They must list how the stories are common and state their position to the question asked on the worksheet. |  | **No School**  **Professional Development** |  |
| **Break (15 minutes)— 11:00-11:15**  Bathroom/drinks/movement activity |  |  |  |  |  |
| **Social Studies**  **(60 minutes)**  **(12:30-1:30)**  Writing Integration  Speaking/listening/viewing integration    Technology integration  [*http://www.socialstudiesforkids.com/articles/ushistory/declaration.htm*](http://www.socialstudiesforkids.com/articles/ushistory/declaration.htm) | **3 – H3.0.1:**  **3 – H3.0.6**  **3 – H3.0.9**  Michigan history, explorers and statehood.  Students and teacher will read story of Michigan’s statehood at <http://history.howstuffworks.com/american-history/history-of-michigan2.htm>  Teacher will take printed portion of article and cut paragraphs into strips. Students will arrange strips into sequential order in groups. Teacher will review correct order for students and will award points for groups able to recreate the article in chronological order.  Students will add new information attained onto timeline found on SMARTboard.  Students will write a brief summary of the article, detailing how Michigan became a state.  Students will create a human timeline of Michigan’s events. Teacher will check for accuracy and reteach if necessary. | **3 – H3.0.1:**  **3 – H3.0.6**  **3 – H3.0.9**  Michigan history, explorers and statehood.  Students will review information about important events in Michigan's history by playing Jeopardy on superteachertools.com.  Students will take assessment involving putting the events in Michigan’s history in chronological order as well as writing a paragraph about the effect of settlement on Native Americans. | **3 – G1.0.2**  **4 – G1.0.5**  **4 – G2.0.2**  **Identify physical and human characteristics, elevation, etc. using maps of Michigan and the U.S.**  Students and teacher will explore the various types of maps using twip.glencoe.com.  Students will use the interactive maps on http://education.nationalgeographic.com/education/mapping/interactive-map/ to find the population density of various predetermined locations. Locations will be grouped according to density.  Teacher will pose the question to students: What types of problems do you think would be unique to places that have a high population density?  Teacher will chart list of responses on board.  Teacher will introduce idea of megalopolis to students using the Detroit Metropolitan area as an example.  Teacher and students will explore the human characteristics of a place like Detroit and compare/contrast them to a less dense area such as Flint using aerial maps found on googleearth.com  Students will work in groups to answer previously posed question as well as how does human settlement effect the physical characteristics of land. Each group will compose a written response to share with the class. | **No School**  **Professional Development** | **No School**  **Professional Development** |
| **Lunch/**  **(30 minutes)**  **(12:00-12:30)** |  |  |  |  |  |
| **Mathematics**  **(60 minutes)**  **(12:30-1:30)**  Reading/Writing integration--***R.CM.05.04 apply significant knowledge from grade-level science, social studies, and mathematics texts***.  ***W.GN.05.03 write a position piece that demonstrates understanding of central ideas and supporting details***  Speaking/listening/viewing integration  Technology integration  *Teacher will check for student comprehension* ***daily.*** *Students will be called to the meeting area to work on specific skills while the rest of the class is working on class assignment*. *This will include high and low achievers.*  ***All tests along with the rubric shall be placed in the student SID Notebooks.*** | **D.RE.05.01, 02**  **Read, construct, and interpret line graphs, and solve problems based on line graphs, e.g., distance-time graphs, and problems with two or three line graphs on same axes, comparing dif­ferent data.**  ***Part I (30 min)***  Teacher will model how to read/interpret and make a line graph and double line graph using favorite candy bars, temperature for the week, and/or subjects.  Teacher will make sure students know that all graphs should have a title, key, and x and y axis should be labeled.  Students will make a line graph on how may syllables each students has in their name.  **N.FL.05.06**  **Divide fluently up to a four-digit number by a two-digit number.**  ***Part II (30 min)***  Students will continue to work on division sheet while teacher work with small groups in the back on division.  ***Writing***  Students will make up their own division problem (must be 2 digits into a three or four digit problem). Students will solve the problem and write the steps they took to solve the problem.  Students writing and math worksheets should be placed in the students’ SID notebooks once graded. | **G.GS.05.04**  **Find unknown angles in problems involving angles on a straight line, angles surrounding a point, and vertical angles**.  **Part I:** (30 min)  Students will complete [www.ixl.com](http://www.ixl.com) game on finding unknown angles of quadrilaterals and triangles. Each student will have a chance to solve a problem.  ***Hook:***: Play online game at [www.ixl.com](http://www.ixl.com)  ***Writing***  Students will write the steps on solving an unknown angle.  **Part II (**30 min)  Students will complete Ch. 19 and 20-- worksheets on each concept from the Practice and Enrich math book after paying the [www.ixl.com](http://www.ixl.com) game. | **M.PS.05.10 Solve applied problems about the volumes of rectangular prisms using multiplication and division and using the appropriate units.**  **Part I:** (30 min) Students will continue working on area, perimeter, but mainly volume Ch.22 in math textbook. Complete Review problems Set A, B, C pg. 560  **V= l x w x h**  **N.FL.05.14**  **Add and subtract fractions with like and unlike denominators through 12 and/or 100, using the common denominator that is the product of the denominators of the 2 fractions**  **Part II** (30 min)  Teacher will model how to solve fractions and make a chart to post in the room. Students may refer back to posted chart.  Students will watch video at [www.adaptedmind.com](http://www.adaptedmind.com) on fractions before starting assignment.  Students will begin working on adding and subtracting fractions with like denominators Ch. 8 in math textbook.  ***Writing***  Students will write and explain how to solve fractions with like denominators. | **No School**  **Professional Development** | **No School**  **Professional Development** |
| **Science/Health**  **(60 minutes)**  Writing Integration  Speaking/listening/viewing integration  Technology integration | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Teacher will model properties of magnetism using magnet and objects that both repel and attract. Teacher will display list of objects for students and have students hypothesize which the magnet will attract.  Students will test their hypotheses in small groups, recording their answers on blackline master from the video “Electricity and Magnets” previously viewed.  **Writing:**  Students will develop a list of attributes in small groups they believe an object must have in order to attract a magnet.  Students will view PowerPoint presentation on magnetism on SMARTboard to determine if their ideas are correct. | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Students will review information about magnetism and electricity by observing powerpoint presentation and referring to chapter outline.  Students will watch video“Electricity and Magnets” on unitedstreaming.com.  Writing:  In groups, students will complete WB304. Answers include multiple choice and short answer. Student responses will be shared with the group.  WB308, Determining Meaning From Context will be modeled by teacher as a reading link. | **P.EN.06.41**  **P.EN.06.42**  **P.EN.M.4**  **Energy and the transfer of energy**  Teacher will have students match the type of energy they have learned about so far with an example of each type of energy by playing the match game.  Teacher will ask students, "If the center of the Earth is farther from the Sun than the crust, and the Sun heats the Earth, then why is the center warmer than the crust?"  Teacher will accept student responses for 2 min.  Students will read Unit E, "Chemical and Nuclear Energy" aloud as a group. Teacher will ask clarifying questions throughout reading.  Students will watch " Greatest Inventions with Bill Nye: Energy" on unitedstreaming.com.  Teacher will give students examples of types of energy and students will determine if they represent chemical and nuclear energy or not.  Writing:  Students will complete WB309 in groups. Answers to short answer questions must be in complete sentences. | **No School**  **Professional Development** | **No School**  **Professional Development** |
| **Other Subjects**  **(indicate times)** | ***Independent Reading daily after lunch for 20 minutes.*** |  |  |  |  |